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ABSTRACT

This is a report on a pilot project in occupational exploratory training sponsored by Canada Manpower. The project is an attempt to cope with the problems of Manpower clients who are undecided about an occupational goal, and to help prevent the placement of clients in programs unsuited to them. This report provides a background to the project, describes the program content and methodology, and concludes with a summary of recommendations. (SJL)

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REPORT
on
OCCUPATIONAL EXPLORATORY TRAINING PROJECT

December 1974 - March 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CG 010 371

Division of Vocational and Continuing Education
Province of Prince Edward Island

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Introduction

Following is a report on a pilot project in occupational exploratory training sponsored by Canada Manpower and operated by the Continuing Education Division of the P.E.I. Department of Education. Two programs were involved in the project - one at the Provincial Vocational Institute, Charlottetown, from December 2, 1974 to February 28, 1975; the other at Prince County Vocational High School from December 9, 1974 to January 14, 1975.

This report will focus mainly on the Charlottetown program because it endured for the proposed length of the project and involved 33 clients compared to only 7 in the Summerside program. Most of the items and observations are applicable to both programs; those that are not, will be noted in the supplementary on the Summerside program.

I BACKGROUND

A. Rationale

Occupational Exploratory Training arose in an attempt

a) to cope with the problems of Manpower clients who have no notion of or are unsure of an occupational goal.

b) to prevent as far as possible the placement of clients in programs unsuited to them.

There are a number of clients who arrive at Canada Manpower Centres whose only occupational certainty is that they would like to take a trade or they would like to get a job. Perhaps they have a little or no working experience and less occupational information, or perhaps they have had a variety of jobs but no satisfaction in any. They have little or no idea of occupational possibilities in terms of their interests, aptitudes, etc. Quite often, under the constrictions of time and money they will superficially choose a training program. The Manpower Counsellor finds himself with neither the time nor the resources to make an in-depth examination of this choice and therefore must rely on the judgement and sincerity of his client. Too frequently it occurs that a client will be placed in a program only to find out later that it is unsuited to him. He will, therefore, either a) discontinue b) be discontinued or c) transferred to another program. This is damaging not only to the client in terms of self-respect, motivation, and time but also to the training institution and Manpower in terms of efficiency.

In early summer of 1974 a committee consisting of representatives from the Division of Continuing Education and Canada Manpower was formed to study and present a proposal for the implementation of Occupational Exploratory Training for Manpower clients.

B. Objectives

1. Feasibility of occupational exploratory training In anticipation of feasibility the pilot program was to be developed in such a way as to provide a model towards implementation of an on-going program in occupational exploratory training for C.M.T.P. clients.

2. Extended Counselling While Manpower counsellors initiate the counselling of their clients, the project was designed to extend the Manpower counselling particularly for those clients who have little or no notion of an occupational goal. The program would attempt to

a) explore with the client his aptitudes, interests, etc., and relate these to an occupational goal

b) enable the client to think in terms of a career

3. Improved Selection and Placement A Profile on each client involved in the project would be supplied to the Canada Manpower Centres. This should result in

a) improved selection for and placement in training programs and the labour market

b) a more efficient utilization of existing training. A client who enters a training program with a clear and definite occupational goal is better able to capitalize on the training than if

he has only a vague goal in mind

c) a decrease in the discontinuation rate

4. Improved client acceptance of occupations Clients who have assessed themselves and have been assessed in terms of a suitable occupation should achieve more job satisfaction and experience less change of occupation than if they had not participated in occupational exploratory training.

C. Client Selection

Clients with no occupational goal or who were unsure of an occupational goal were to be selected for the project. This selection was to be done by a committee (pre-selection committee) composed of a representative from Manpower, a representative from the Division of Continuing Education and the Co-ordinator of the Project. All pertinent tests and information on Manpower files concerning the client was to be released to the committee.

D. Liason with Manpower

Throughout the training on-going liason between Manpower and the training institutions concerning the client was to be maintained. On the impending termination of the client's training the pre-selection committee plus any other resource personnel - (trades instructors, for example) were to meet and recommend an appropriate course of action for the client to follow. The Manpower counsellor already servicing the training institution was to be the Manpower contact for the project.

E. Project Design and Components

The proposals for the project set down the following training procedure.

1. CMC's at Charlottetown and Summerside will refer Level III and in some cases Level II clients to the training centres for a period of two days to four weeks with a probable average of two weeks.

2. Intakes of up to 12 clients will occur at each centre at two week intervals.

3. Clients will be tested, counselled, and oriented by the staff in consultation with the Apprenticeship Branch, trade instructors, and Manpower counsellors toward a definite committment to a type of training.

4. Clients will be monitored in training by the staff.

F. Location

The programs were to be located in the Vocational schools in order to have easy access to

a) skill training exposure

b) counselling services

II IMPLEMENTATION

A. Staff Recruitment

The following staff were hired for the project.

Title	Education	Related Experience
Co-ordinator	M.Ed. (Adult Ed.)	BTSD Instructor 6 years Demonstration Project Supervisor 1 year
Instructor (Ch'town Program)	M.A. (Guidance)	Guidance Counsellor 2 years Director Adult Education 2 ye
Instructor (S'Side Program)	B. Ed.	Public School Teacher 2 years

Recruitment of suitable staff on short notice and in the late Fall presented some difficulties. Fortunately, competent people were available, but by the time they were found and hired, little time remained for orientation to the program.

B. Staff Orientation

The one week of orientation was devoted largely to familiarizatic with materials and possible referral programs. Lacking was familiarization with the local scene in terms of occupational opportunities and possibilities. This weakness surfaced at various points throughout the program.

Recommendation - Where possible and feasable, projects should begin at the first of the school year if counsellor/instructor type staff are required.

Recommendation - Sufficient time should be allowed for an adequate staff orientation period to be set up and carried out.

III DESCRIPTION OF OPERATIONS

A. Beginning Date

The Charlottetown program began on December 2, 1974 at the Provincial Vocational Institute.

B. Facilities

Physical arrangements for the Charlottetown program were apparently made without sufficient knowledge or awareness of the nature of the program. One small classroom at P.V.I. was reserved. This proved to be immediately inadequate especially for the various testing and private counselling activities. More space had to be negotiated. This created problems with administrative personnel at the school who seemed reluctant to accommodate the project. After the first few weeks, however, two nonadjacent classrooms were made available. This alleviated the situation considerably.

There are differing views as to what is adequate in terms of physical facilities. Some claim that a suitable learning atmosphere cannot be established in the traditional school setting. Others maintain that it can, and attach little significance to the lack of soft chairs, coffee percolators and the like - nice to have but not essential to effective training.

It is assumed by some that most adult students have had unhappy past school experience and therefore must be protected from a similar physical classroom environment in the future. But is it true (a) that most adult students have had such unhappy experiences in school and (b) if they have had, will these experiences be now detrimentally relived through the stimulation of a similar

physical environment?

Many adults have had very pleasant past school experiences and regretted having to leave them. Those who have had unpleasant experiences in school very often associate them with factors other than the physical setup. As the adult students themselves point out, it is the rapport between the group members - instructors and trainees - that is the significant factor in the type of learning atmosphere created.

A project of short duration would not justify the expense of new furniture and other "luxury" items. In addition, it probably would not be wise in the interests of harmonious relations within the school to have some elements of the school population housed in "luxury" while other elements contend with the established setting.

C. Client Selection

In the Charlottetown program the pre-selection committee never functioned in the formal manner suggested in the proposal. For the first 3 or 4 intakes the Project Co-ordinator and a senior Manpower Counsellor examined the data on each client. Written rationales on the client were later forwarded to the training center. Eventually co-operative selection was carried out mainly by phone and generally consisted of an abbreviated sketch of the client with rationales following perhaps 3 or 4 days later.

While it is probably not necessary to go through a formal and detailed co-operative pre-selection procedure for every client, the project staff would have, in some instances, appreciated more comprehensive and prompt rationales. The more quickly and accurately a suitable training and counselling approach can be set down for him.

the sooner the client may be suitably placed.

Recommendation - The principle of co-operative pre-selection should be maintained but the manner and degree to which it should depend on the type of client.

Recommendation - That rationales on the clients be available on the first day of the clients training.

Recommendation - At least two adjoining rooms should be available to accommodate the various private and group activities of the program.

Recommendation - Communication between sponsors of projects and the administrative personnel of the institution housing the projects should be of such an nature as to ensure that the latter are adequately familiar with the project and are prepared to provide suitable and hospitable accommodation for it.

D. Intakes

There were a total of 14 intakes in the Charlottetown program. Intake intervals suggested in the proposal were not followed in the Charlottetown program. Manpower claimed that they were unable to recruit the predicted volume of clients and in order to maintain a minimum number in the program, referred them at shorter intervals.

E. Description of Trainees

The highest age frequency in the Charlottetown program was 21 with sixty percent of the group above that age. Forty-five percent were between the ages 21 - 24 inclusively. Two-thirds of the group had been on the labour market for the past six years at least and had worked at a variety of unskilled jobs. The fact that they were not "settled" in any particular occupation, and now at their relatively "advanced" ages and work experience is seen by some as a reflection on the type of guidance in their school experience,. While this is

undoubtedly true, there are various reasons why older adults find themselves having to seek "new" occupational goals. Among the group were those who had left relatively satisfying jobs because of

a) illness - nerves, drinking problems

b) family or the trainee moved to the Island

c) laid off - business closed out

d) poor wages

But there were over 30% of the group who, up to this time, were not prepared or interested in committing themselves to specific occupations. They had probably gone through that period which sociologists currently identify as "transadulthood" peculiar to the times, and extending from the end of adolescence to a point in the late twenties or early thirties. It is a period characterized by such things as

a) experimenting with different lifestyles

b) searching for career orientation

c) maximizing personal freedom and minimizing responsibility

d) keeping options open

If this phenomenon is recognized or accepted then the matter of timing career guidance becomes more complicated.

The educational levels of the group varied from grade 4 to a university degree with the highest concentration around grades 9 - 11. Those with elementary educational levels were unable to participate in all the formal testing and required a great deal of help in coping with resource reading material. The university graduate was bored with the "simplicity" of some of the material and with the pace of some of the group activities.

But the content and methodology of the program can be adapted to adequately meet a wide range of ages and educational levels.

Educational level was a significant factor in terms of the clients' both past job experience and future career planning. Most of their choices called for a higher educational level than they had achieved. Clients tended to eliminate choices because of diffidence in their educational level and potential. A surprising number were either totally unaware of existing academic upgrading programs or were misinformed about them in terms of their objectives, continuous intake/exit feature, methodology, duration, employer acceptance, etc.

Recommendation - Greater efforts should be made to acquaint the public with the existence and essential features of adult academic upgrading programs.

The following Table gives further data on age and educational levels.

TABLE 1: AGE AND EDUCATION

AGE		FREQUENCY	EDUCATION		FREQUENCY
16	-	1	Univ. Graduate	-	1 (B.A.)
17	-	3	1 st year Univ.	-	1
18	-	3	Grade 12 (acad)	-	0
19	-	1	Grade 12 (Gen.)	-	1
20	-	3	Grade 11 (acad)	-	2
21	-	7	Grade 11 (Gen.)	-	0
22	-	2	Grade 11 (BTSD)	-	2
23	-	2	Grade 10 (acad)	-	6
24	-	4	Grade 10 (Gen.)	-	2
25	-	0	Grade 10 (BTSD)	-	4
26	-	2	Grade 9 (acad)		4
27	-	2	Grade 9 (Gen.)	-	1
28	-	1	Grade 9 (BTSD)	-	0
29	-	0	Grade 8 (acad)	-	3
30	-	1	Grade 8 (BTSD)	-	2
44		1	Grade 7 (acad)	-	1
			Grade 7 (BTSD)	-	0
			Grade 6	-	1
			Grade 5	-	1
			Grade 4	-	1

E. Program Content and Methodology

The program as outlined in the proposal called for

a) testing - interests, aptitudes, vision, others if necessary

b) instruction in mathematics and reading for purposes of learning orientation and diagnosis of the client

c) trade/job observation

In the implementation of the program, instruction in reading and mathematics was omitted because of the suggested short training span (2 week average) and because of available recently developed career programs, portions of which, were thought to be more relevant to the training.

After a number of trials of and adjustments to an initial "working model", a program was set down with the following structurial features.

a) Inclusion of a group phase and an individualized phase. The group phase is to precede the individualized phase with each comprising approximately one-half of the training time.

b) Designation to extend over an average of 2 weeks and not less than 5 days for most clients. Vaiations in exit dates would occur usually in the individualized phase only.

c) Accommodation for no more than 10 clients every 2 weeks (for maximum efficiency).

Following is an outline of the program.

PROGRAM CONTENT

1. Registration (Group)

2. Introduction to Program (Group)

3. Formal Testing (Individual)

4. Setting Goals (Group)
   Analysing Roles
   Setting Criteria for Occupational Choice

5. Aptitude Testing (Individual)

6. Interpretation of Test Results (Individual)

7. Individual use of Resource Materials Concurrent with Interviews

8. Exposure to Skill Training and Jobs (Individual)

9. Making an Occupational Choice (Individual)

10. Job Applications, Employer Expectations, Interview Techniques (Group)

11. Final Interviews (Individual)

12. O.E.T. Evaluation (Individual)

Group Emphasis/Continous Intake

The training for the first few days, (generally two) was designed to be conducted largely on a group basis. The group element is an significant force for training in most programs and is particuliarly effective in this one. Through the group situation, the members can quickly come to know and feel at ease with one another. This stimulates open and free discussion of interests, ideas, goals, experiences - an extremely valuable activity in confidence building and exposure to many "unwritten" aspects of the world of work. (Since no one had had career theory before, the content was applicable to the whole group). Furthermore, this type of discussion prepares the client for the latter phase of the program where much of the training will be carried out on an individual basis, either through one-to-one interviews with the instructor/counsellor, or through contacts with other resource personnel. Here, the client will be at an advantage if he can articulate well his needs, interests, goals, etc. The group experience should help him to do this.

While the principle of continuous intake is acknowledged, the degree to which, or the manner in which, it is implemented can have a significant bearing on the effectiveness and efficiency of the program. The design of the program - particulary the group emphasis phase - embraces a certain interpretation of, but does not violate, the continuous intake concept.

As was noted, the first phase was designed to build group cohesion with its concomitant advantages. If a new or some new

clients enter the program during this phase, group cohesion is damaged creating drawbacks for all concerned. This was demonstrated quite forcibly on one occasion where a lone trainee who entered the program during this phase, could never feel that she belonged to the group. This was probably a significant factor in her subsequent discontinuation.

The following tables show data on intakes, enrollment fluctuations and the number of sub-groups per week.

TABLE 2: INTAKES AND ENROLLMENT

INTAKES		ENROLLMENT FLUCTUATIONS	
Date	No. of Clients	Date (s)	Enrollment
Dec. 2	4	Dec. 2	4
3	3	3 - 6	7
9	5	9 - 13	12
-	-	16 - 19	7
-	-	20	8
-	-	20 - 29	nil
-	-	30	2
-	-	31	1
Jan. 6	3	Jan. 6	3
7	2	7 - 10	5
13	1	13 - 17	6
20	1	20 - 22	7
-	-	23 - 24	3
27	5	27	8
-	-	28	7
-	-	29 - 31	5
Feb. 3	1	Feb. 3 - 4	6
5	2	5	8
-	-	6	7
-	-	7 - 10	4
12	2	12 - 14	6
17	1	17	5
19	1	18	3
24	2	19 - 21	4
		24	5
		25 - 26	2
		27	3
		28	1

Number of client intakes 14

Number of enrollment fluctuations 27

TABLE 3: SUB-GROUPS PER WEEK

December

Date	3	3	9	16								
No. of clients attending	4	7	12	7								
No. of sub-groups	1	2	3	2								

January

Date	6	7	13	20	27							
No. of clients attending	3	5	6	7	8							
No. of sub-groups	1	2	3	4	4							

February

Date	3	5	6	7	10	11	12	13	14	17	18	19
No. of clients attending	6	8	7	4	4	3	6	/	/	5	3	4
No. of sub-groups	3	4	3	3	3	2	3			3	2	3

"

Date	24	25	26	27	28
No. of clients attending	5	2	2	3	1
No. of sub-groups	4	1	1	3	1

Table 3 shows 3 sub-groups in operation the greater part of the time. This requires a great deal of work and planning on the part of the instructor in order to ensure the best utilization of time and resources - if indeed this is ever achieved under this type of arrangement. A close examination of the design and sequence of the program content - the group cohesion aspect, the administration and feedback of the various tests, the arrangements for on-site job exposure, etc., shows what problems unregulated intakes can create particulary with one instructor/counsellor.

(We do not believe that the volume of clients would justify more.) Luckily in this particular project, there were other project staff who were familiar with and helped with various aspects of the training.

It is questionable whether, in the final analysis, the client really benefits from extreme interpretations of the continuous intake concept. (The program could be much more effectively and efficiently carried out for <u>all</u> concerned with intakes of about 10 clients every 2 weeks.)

Recommendation - Intakes should occur at 2 week intervals with a maximum number of 10 clients per intake.

Program Outline in Detail

1. Registration (Group)

   Manpower Documents
   Data Sheet

   *School Record Validation

* School record validation important for proper counselling. Some students, for example, would indicate having completed Grade 12. On investigation it would be found that the Grade 12 was a general program with perhaps social grading and/or only a few subjects successfully completed.

2. Introduction to Program

Rationale
Role of Client
Role of Instructor/Counsellor
Program Outline
Upgrading Opportunities
Resource Materials

3. Formal Testing (Individual)

Vision
Hearing
Interest

Since vision and hearing defects can significantly handicap one's performance, it was decided to administer these relatively uncomplicated and non-threatening tests at the outset of the training. The instruments used were the telebinocular and the audiometer.

The W.R.I.O.T. interest test was administered at the outset also in order to allow for genuine interests to be recorded as opposed to those that might be suggested by or learned from the group. Two aspects in particular of this test make it a non-threatening experience - a) It is non-verbal, b) It has no time limit. Most clients complete it in 45 minutes.

4. Setting Goals (Group)

Client activities involved in this area are:

a) Identifying and analysing desired roles and considering the effects of personal decisions on long-term family responsibilities and earnings

b) Learning and using decision-making strategy which can be applied to the process of setting goals.

c) Setting criteria for evaluating alternatives and making decisions about personal goals

d) Setting long term personal goals and making plans to achieve them

Establishing career goals presented a great deal of difficulty to the clients. It was observed that many of the clients

a) had no past experience along this line

b) were never previously motivated to formulate such plans and draw up a related course of action

c) were reluctant to pursue their interests because of diffidence in their educational level and potential

d) were essentially unable to relate potential or ability to the job market

e) were afraid to make decisions or act on those which were made

f) were generally uninformed or misinformed about existing upgrading programs and to a lesser extent not well informed on existing skill training programs

g) were unfamiliar with many aspects of the job market

h) were inept at assessing or approaching opportunities which do exist

i) were unrealistic in matching salary expectations with job qualifications (Salary expectations inflated.)

j) were reluctant to move any great distance from their present communities and generally unwilling to move form P.E.I. for employment

On completion of the unit on Setting Goals a number of goals were dispelled in favour of a more realistic analysis of individual potential as related to employment standards and job opportunities found within a reasonable travelling distance from the client's home.

5. Aptitude Testing

Aptitude tests were administered usually on the third day of the training. The Differential Aptitude Test was used. This test is designed for Grades 8 - 12 and adults only. Clients functioning below Grade 8 were either not given the test or were given only the non-verbal sections of it. The grade level of the client was ascertained either by school record validation or by Tests of Adult Basic Education.

6. Interpretation of Test Results

Interpretation of test results was done in a one-to-one interview with the client and involved mainly the aptitude and interest tests. From the comments from both the instructor/counsellor and the client this proved to be an enlightening and satisfying exercise.

7. Resources

Following the discussion of aptitudes and interest test results, the client was directed to research occupations relative to his aptitude and interests.

At this point there would be a few clients who would have pretty well reached a decision as to an occupational goal and therefore would have mapped out a fairly direct route as to the remainder of their training. The remainder would continue to research in a more general way.

This research usually took the form of

a) reading resource material

b) personally contacting employers

c) observing training programs

d) visiting job - sites

e) consulting with resource people

It was found that some clients tended to eliminate possibilities too readily for several reasons among which were

a) They underestimated their abilities,

b) They had inaccurate notions about certain occupations.

c) They were afraid to break into certain occupational areas because of their sex or some other irrelevant factor.

They were, therefore, encouraged to begin their research from a general point of view in order to discover and be exposed to as many occupational opportunities as possible, then go on to specific research in a narrowed area.

Like most printed learning aids, occupation information materials, when used indiscriminately, are generally inadequate. Most need to be updated and adapted to local conditions.

The major source of occupational information was the Canadian Classification and Dictionary of Occupations. This was found to be a valuable aid but as Mr. Geoffrey Sainty points out in his "A Critique of Certain Aspects of the Canadian Classification and Dictionary of Occupations 1971." (Canadian Vocational Journal, November 1974) the CCDO has limitations. According to Mr. Sainty, some of the limitations involve:

a) the classification system which does not take into account the fact that in some geographical areas certain occupational categories are not mutually exclusive

b) the description of occupations as being static rather than dynamic

c) the specific vocational preparation which no longer applies to certain occupations

d) the information provided in Volume 2 is based on the trait factor theory of occupational choice rather than on career development

These limitations were recognized, especially the first three, in relation to P.E.I.'s employment scene.

Besides the CCDO the following printed materials were used.

WRIOT Manual (Interest Test) - Used by all since it listed innumerable occupations following from the broad interest areas of the WRIOT test.

Occupational Monographs - Widely used. Need to be updated and adapted to local requirements.

Jobs in Atlantic Region (Manpower Print-Out) - Informative; widely used - Data on job title, location and salary, only.

Occupational Exploratory Kit - Not widely used. Outdated and American oriented.

P.E.I. Civil Service Jobs (P.S.A. Publication) - Informative; widely used. Data on job title and salary only.

Program Directory - P.E.I. Division of Vocational and Continuing Education - Very informative; widely used. Data on objectives, description of program, duration, financial assistance.

OJT List of Possible Training Programs - Merely a listing. Need for accompanying job descriptions.

Calendars: Universities
Colleges
Technical Schools
Vocational Schools

Newspapers

It is obvious that the general area of weakness in the bulk of the occupational information material revolves around outdatedness and irrelevancy for local situations.

It was observed that most of the trainees wished to remain and work on P.E.I. There are innumerable small jobs and job opportunities peculiar to P.E.I.'s situation but little or no documentation on these.

Recommendation - Research into existing jobs and job opportunities on P.E.I. should be undertaken with a view to compiling a co-ordinated body of occupational information peculiar to P.E.I.

8. Exposure to Skill Training and Jobs

Related Training Program Observation: One of the chief reasons for choosing vocational school sites for the project was that they could offer convenient exposure to various skill training programs. However, very few of the clients chose the Vocational School trades as occupations. Thus the vocational school site was not important for this particular project group. In fact the school's location in terms of observing related training programs created a transportation problem for some clients.

It was suggested that a tour of the vocational school shops be one of the first activities of the training in order to aid in making an occupational choice. This would mean giving every client the same exposure regardless of the individual need. The staff, however, decided to try to ascertain the client's interests and aptitudes first and then supply exposure in line with these. This

would see training programs and job exposure more as vehicles for confirming or rejecting an occupational possibility rather than suggesting one.

Not every client participated in observing related training programs because either

a) They were not available on P.E.I.

or

b) Clients were already familiar with them.

or

c) Clients were unable to set up appointments during their OET training.

Those who did observe training programs found this activity beneficial. In every case it reinforced their occupational leaning. Undoubtedly most training programs are impressively set up and are usually accompanied by a promotional pitch. Therefore, a disproportionate amount of weight must not be placed on a few hours observation of a training program.

On-Site Job Exposure: On-site job exposure is considered to be one of the more important dimensions of OET because it integrates in a real setting most of the influencing factors in choosing an occupation in contrast to occupational theory and skill training programs which generally present the ideal situation-- comfortable working conditions, modern, well-kept equipment, etc.

Approximately 40 percent of the clients were involved in on-site job exposure. The remaining 60 percent were not because either

a) they were already familiar with the work and its generally associated working conditions

or

b) appointments could not be arranged during their training

or

c) clients did not return to complete this phase of their training

or

d) some clients were transferred to other programs for further assessment before initiating occupational research

or

e) some clients returned to former employment

9. Making an Occupational Choice

Activities in this area included

a) having clients review the decision-making strategy

b) assisting clients review their alternatives and bring forward occupational groups they want to consider seriously as choices

c) having clients evaluate alternative occupational choices by applying criteria previously set

d) having clients make an occupational choice consistent with these criteria.

Collating all OST activities thus far and trying to narrow occupational possibilities to a suitable choice proved to be quite time consuming involving at least two days. It also proved to be quite difficult for most clients. In fact, immediately prior to this exercise a few clients discontinued. It was the observation of the staff (knowing the disposition of these trainees) that these particular clients were probably unable or

unwilling to face a relatively major decision. Decision-making and applying decision-making strategy is apparently a foreign and difficult experience for the majority of clients.

Table 4 gives the data on occupational choices made.

TABLE 4: OCCUPATIONAL CHOICES

Occupation	Frequency
Airline Stewardess	- 1
Commercial Art	- 1
Drywall	- 1
Electrical Wiring	- 2
Forestry	- 2
Handcraft	- 2
Horseman	- 1
Legal Secretary	- 1
L.N.A.	- 1
Motorcycle Repair	- 1
Physical Education Instructor	- 1
Plastics Technology	- 1
Social Work	- 1
Stable Manager	- 1
Telephone Operator	- 1
University (Guidance)	- 1
Welding	- 1
X-Ray Technician	- 1

From the data it can be seen that

a) there were few selections of the usual trades. The training (CET) itself may have largely accounted for this.

b) the location at a vocational school was not important

in terms of trade exposure for this particular group.

A further observation from the area of occupational choice is that the women whose interests lay in traditionally male occupations were reluctant to break into them and were cynical about their chances of genuine acceptance in them. As a result the staff had to carry out a relatively strong "promotional campaign" which included encouragement, dispulsion of inaccurate assumptions, examples of successful "breakthroughs", possible training programs, and assurances from employers that they would have no objection to hiring properly trained women for their male-dominated jobs.

10. Job Applications, Employer Expectations, Interview Technique

On completion of their OET almost all of the clients expected to find employment either on an interim basis while awaiting training programs in relation to their occupational choice or on a longer term basis as a direct conclusion from their occupational exploratory training. They therefore were highly motivated for this particular unit and appreciated the practical approach in treating it.

11. Final Interviews

The final interview obviously centered on the client's plan of action on completion of his OET. Most would have this finalized before this point; a few would want further discussion and advice on it.

This advice, in almost all cases, came solely from the project staff. The pre-selection committee, which was to have as one of its functions, the recommending of an appropriate course of action the client was to follow, never materialized since there was no Manpower Counsellor assigned to the project. Consequently there was no input from Manpower on the final recommendation except in cases where a member of the project staff phoned a particular counsellor to discuss an intended recommendation.

It would seem logical that clients could enter immediately their pre-skill or skill training. But the clients themselves seemed to accept uncomplainingly the pattern of Fall intake and Spring exit. Some in fact had their "summer" plans made and did not want to have them interfered with by any form of training.

Recommendation - That a study be undertaken to determine the feasibility of the continuous intake/exit of clients in skill training programs on P.E.I.

The following table gives the data on referrals.

TABLE 5: REFERRALS

Indirectly to Skill Training (B.T.S.D.)	10
Directly to Skill Training	2
Former Employment	2
Labour Market	7
B.J.R.T.	1
W.A.T.	3
O.J.T.	1
E.T.C.	3
Incomplete	4
Grand Total	33

12. Client OET Evaluation

On the final day of his training each client was asked to respond to evaluation questions on every aspect of the training. This could be done either in writing or on tape.

The following are sample responses on the various items.

First Impressions:

"... some difficulty adjusting to the course, though not in the the first few days ... later I became confused because I was not sure how relevant most of the material was for me ... I'm sure it was in one sense, but perhaps I had a hard time with a lot of it becuause I was eventually looking for a kind of "job" that does not demand proper behaviour, dress, social niceties. ... the program was difficult in another sense - it posed a challenging decision regarding careers, security, etc. - a difficult question to deal with but an important one."

"... the surroundings were o.k. in one sense - I hate classroom desks - the furnishing dull but not uncomfortable - the atmosphere not too bad in all - I liked the people very much - they are the most important atmospheric factor."

"... I found the first day very good; it was loose, informal, engouraging ,open."

"... I felt the school was very suitable even the furnishings and the atmosphere were adequate."

"... I found the course quite easy to adjust to and understand. The atmostphere is a school atmosphere which is appropriate for learning, in my opinion. I felt the people really have a genuine

interest in helping me as well as others, to find a career."

"... the course was easy to adjust to because of the friendly surroundings and people. The surroundings were very good and as for the school, it was cold looking. The desks were fine and the atmosphere was good; it was like being taught at home."

"... the furnishing provided adequate comfort."

"... area of school badly picked as we continuously heard drills, tin landing, loud males in the corridor, etc."

Testing:

"... I found these tests very interesting because they gave me a very real picture of my abilities and interests. These, together with my physical abilities and temperaments gave a pretty good profile of myself. This profile enabled me to pick possible careers which suited me and gave me the realization that if I pursued a certain career, I could obtain it."

"... I found that the tests are not a true and accurate picture but gives you a basic idea of what you are qualified for."

"... I found the results of the tests helpful and interesting and feel that each person should have been given her own copy of the results to use in the future."

"... the testing helped me understand what I was best suited for. I felt I'd done well on the tests and it gave me confidence in my ability to do something besides unskilled work."

"... in its rightful place, testing may be useful. I personally do not have much faith in or respect for them but at times they can be helpful. Thankful testing not taken here to a SILLY

level. Interested in results as a kind of curiousity."

Topics Treated in Class:

"We certainly discussed many topics in class. I found the range of topics helpful and informative. Many were also boring to me."

"Found discussions concerning salary versus job satisfaction important. Also enjoyed to-the-point discussions regarding individual circumstances, opinions, etc. Like to hear more topics concerning here-and-now situations of people in class."

"Topics useful to me most of the time. Some of the things covered were boring. Overall satisfactory."

"The topics treated in class were very helpful and informative because they were everyday things and they helped you to understand the problems of finance and work habits."

"Most topics interesting and usually to the point. A few were of no interest to me but were informative and I was willing to listen and participate in them for the good of the others. The one topic I found most useful and helpful was the one Mr. Ross discussed concerning OJT."

"Almost all topics very helpful and informative. Some topics had me re-evaluate my priorities and place them in their respective places. This showed me what I should be looking for in life instead of what I was looking for. Some things I was looking for were dreams of an idle life; I was not looking at reality."

"Found the topic on your "Responsibility and income growing together" the most helpful."

Method of Treatment of Topics:

"Too much discussion but very useful."

"Satisfied - Discussion and group participation adequate."

"Too much emphasis on the text."

"Not enough discussion or group participation."

Resource Material:

"Information plentiful and useful!"

"Occupational Exploratory Kit useful but somewhat outdated in terms of requirements and salary!"

"Adequate and easy to interpret. CCDO most helpful and most frequently used."

"Very adequate. Every job that one could think of and wanted to know more about could be found and investigated."

"Along with the simplicity of the descriptions of the jobs and further discussions with the counsellors I got a very good insight into these careers."

"Used Occupational Exploratory Kit most - found it very helpful."

"CCDO - great."

On-Site Exposure: Training Programs - Job:

"The most important facet of this course, I thought, was on-the-job exposure ... All the literature available about a certain type of job isn't as good as going and seeing first hand what goes on."

"An enlightening experience. I would have loved to have had the chance to actually try out the "job"."

Miscellaneous:

"As a result of this course, I am now thinking about more

occupational choices than before and feel more prepared in terms of a career."

"I am now thinking of more occupational choices than before. I had a good look at all the material and came up with some I had never known existed."

"I now know that there are only three things I wish to do - Electrician, Mechanics, and Guard."

"I am thinking about more occupational choices. I never really thought about the choices I have when I wasn't coming to the course."

"I have fewer occupational choices but the ones I have, I find very interesting."

"Still very unsure of my future but I feel that when I look back I will realize that this course was a great help to me. I can honestly say it has helped me understand more about myself as an unemployed person looking for a career goal."

"Am now thinking of fewer occupational choices. The course eliminated some of my "daydreams" and helped me in a sense learn more about myself."

G. Liason with Manpower

Liason between Manpower and OET staff as outlined in the proposal never formally materialized in the Charlottetown program. There was no on-site counsellor designated for the project. There was, however periodic informal liason-usually by phone.

In its initial stages particularly, the program would have benefited from more current information on occupational opportunities

in P.E.I. and in the Atlantic area in general. The project staff were unaware until well on into the program that certain Manpower publications containing this information existed.

Greater Manpower involvement was expected in final recommendations for clients and in (discussions of OET Client Reports) the final reports on the clients.

There should be a Manpower counsellor designated for the program who would visit it at least on a weekly basis.

H. OET Client Report

Immediately following the client's training a profile on him was forwarded to Manpower. It consisted mainly of

a) a listing of the topics covered in his training

b) copies of tests taken and an interpretation of the results

c) observations

d) recommendations

The project staff were asked and agreed visit on a regular basis the Manpower Centre to discuss each of the profiles. This arrangement never materialized. The project staff felt it would have been beneficial to discuss the profiles in order to

a) give a more rounded account of the client than a brief report can give.

b) give a fuller explanation and interpretation of the tests.

c) obtain feedback from the counsellors which could improve the training program.

IV SUPPLEMENTARY OBSERVATIONS AND RECOMMENDATIONS

A. Feasibility

The immediate and primary objective of the project was to explore the feasibility of occupational exploratory training and in anticipation of feasibility develop a model for on-going programs of this nature.

The question of feasibility can be answered chiefly on the basis of the objectives whose achievement will often involve a long-range time period.

The operation of the project has undoubtedly confirmed the suspected lack of occupational information and its attendant negative features among a certain element of Manpower clients. It is not so much that they lack general information about interests , aptitudes and occupations, but that they are essentially uninformed or misinformed on specifics - are weak in decision-making, lining up and relating their potential to the occupational scene. If occupational exploratory training did nothing more than significantly help the client to

a) become more accurately aware of his interests and aptitudes - his occupational potential
b) open avenues through which this potential might be realized
c) relate his potential to the job market
d) obtain a more educated, accurate and comprehensive view of the occupational scene
e) develop decision-making strategy in terms of setting occupational goals and making occupational choices
f) use existing occupational services

... it would be feasible. The matter of an occupational goal at some later date would, perhaps, take care of itself.

Recommendation - An on-going program in occupational exploratory training should be implemented.

B. Mobility

It has been recommended that an on-going program in occupational exploratory training be implemented. The following factors would support implementation on a mobile basis.

1. Volume of clients - Apparently it was difficult for both Manpower Centres in Charlottetown and Summerside to recruit a sufficient number of clients for OET over an extended period. It would therefore seem more practical to create a backlog of clients for certain areas and locate OET in various communities to take care of the backlog.
2. Duration and nature of the program - The program is relatively short and self-contained; it is easily transportable in terms of equipment and supplies. It can therefore be readily implemented in various localities.
3. Immobility of trainees - It has been observed that potential clients in many areas of P.E.I. are reluctant - even unwilling to move out of their communities to participate in training programs; their "first" training must be brought to their communities.

Recommendations - Occupational Exploratory Training should be implemented on a mobile basis on P.E.I.

C. Scheduling and Interpretation

Questions arise as to the most beneficial scheduling of such a program and how it should be interpreted.

a) Should it be presented in a one-shot, ten-day time frame or should it be extended over a longer period of time as a component of another program - BTSD for example.

b) Is ten days a highly unrealistic time period in which to attempt to sort out one's occupational preferences?

c) Is the program to be interpreted as a panacea for problems in determining one's occupational goal or should it be considered as a vehicle for stimulating clients to begin to think in a realistic and informed fashion about an occupational goal?

Recommendation - The program should be conducted over a short-range and long-range period for purposes of comparison as to the advantages and disadvantages of each.

V SUPPLEMENTARY ON SUMMERSIDE PROGRAM

The Summerside program began on December 9, 1974 at the Prince County Vocational High School with an intake of 4 clients.

All clients were screened by the Pre-Selection Committee, Written, comprehensive rationales on each potential client were available to the committee.

Facilities were quite adequate. They included one large room with a smaller adjoining room, abundant locker and display space, - even carpeting. Private phoning facilities wer also available.

Administrative personnel were most helpful and co-operative in accepting the program into the school. The Guidance Counsellor helped out in some counselling problems.

The average number of days per trainee was significantly higher in the Summerside program compared with the Charlottetown program. Two factors largely accounted for this.

1. The training was interrupted by storms and the Holiday Season.

2. One trainee was on course for 18 days. This brought the average up considerably.

Liason between Manpower and the Project staff was excellent. The Manpower counsellor designated for the Summerside program visited the training site weekly. Recommendations and OET Client Reports were always mutually discussed.

Owing to an insufficient number of clients, the program was terminated on January 14. The three clients who were in the program at this time were transferred to the Charlottetown Program.

Following are statistics on the Summerside program.

SUMMERSIDE PROGRAM

1. BASIC STATISTICS:

Number of client intakes	2
Number of course days	20
Number of trainee days	93.5
Number of enrollment fluctuations	3
Average number of trainees per day	4.7
Average number of days per client	13.4
Total number of clients	7
Female	1
Males	6

2. ENROLLMENT FLUCTUATIONS

Date	Enrol.	INTAKES Date	No. of Clients
Dec. 9-13	4	Dec. 9	4
Dec. 16 - Jan. 1	7	Dec. 16	3
Jan. 2-10	4		
Jan. 13-14	2		
Total	3	-	7

3. AGE DISTRIBUTION TABLE:

Range	Frequency
19 years	1
20	2
21	1
24	1
30	1
33	1

4. REFERRALS

Indirectly to Skill Training (BTSD)	3
Directly to Skill Training	1
Former Employment	0
Labour Market	1
B.J.R.T.	1
W.A.T.	1
O,J.T.	0
E.T.C.	0
Incomplete	0
Grand Total	7

VI SUMMARY OF RECOMMENDATIONS

1. Where possible and feasable, projects should begin at the first of the school year if counsellor/instructor type staff are required.

2. Sufficient time should be allowed for an adequate staff orientation period to be set up and carried out.

3. The principle of co-operative pre-selection should be maintained but the manner and degree to which it should depend on the type of client.

4. That rationales on the clients be available on the first day of the clients training.

5. At least two adjoining rooms should be available to accommodate the various private and group activities of the program.

6. Communication between sponsors of projects and the administrative personnel of the institution housing the projects should be of such an nature as to ensure that the latter are adequately familiar with the project and are prepared to provide suitable and hospitable accommodation for it.

7. Greater efforts should be made to acquaint the public with the existence and essential features of adult academic upgrading programs.

8. Intakes should occur at 2 week intervals with a maximum number of 10 clients per intake.

9. Research into existing jobs and job opportunities on P.E.I. should be undertaken with a view to compiling a co-ordinated body of occupational information peculiar to P.E.I.

10. That a study be undertaken to determine the feasibility of the continuous intake/exit of clients in skill training programs on P.E.I.

11. The program should be conducted over a short-range and long-range period for purposes of comparison as to the advantages and disadvantages of each.

12 Occupational Exploratory Training should be implemented on a mobile basis on P.E.I.